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RESEARCH INFORMATION--NATIONAL, STATE, AND LOCAL NEEDS, ROLES AND SERVICES AS VIEWED BY KENTUCKY LOCAL SYSTEM DISTRICT PERSONNEL.

KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT

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TO GATHER INFORMATION ON HOW BEST TO CUT THE TIME LAG BETWEEN EDUCATIONAL RESEARCH AND EDUCATIONAL PRACTICE, THIS STUDY QUERIED KENTUCKY'S 200 SCHOOL DISTRICTS ON FIVE GENERAL QUESTIONS--(1) IN WHAT TOPICAL AREAS DO PRACTICING EDUCATORS HAVE THE GREATEST NEED FOR RESEARCH INFORMATION, (2) WHAT CURRENT SOURCES OF INFORMATION ARE MOST WIDELY USED BY EDUCATORS IN MAKING DECISIONS ABOUT EDUCATIONAL CHANGE, (3) WHAT ARE THE RELATIVE STRENGTHS AND WEAKNESSES OF DIFFERING SOURCES OF INFORMATION NOW USED BY EDUCATORS, (4) WHAT EFFORTS AT THE NATIONAL LEVEL WOULD BE MOST USEFUL IN MAKING RESEARCH INFORMATION AVAILABLE IN MEANINGFUL FORM TO LOCAL EDUCATIONAL AGENCIES, AND (5) WHAT EFFORTS WOULD BE MOST USEFUL AT THE STATE LEVEL. INFORMATION WAS GATHERED BY MEANS OF AN OPEN-ENDED QUESTIONNAIRE TO WHICH 51 PERCENT OF THE SCHOOL DISTRICTS RESPONDED. AMONG THE MAJOR FINDINGS WERE--(1) RESEARCH INFORMATION IS MOST URGENTLY NEEDED IN THE AREAS OF INSTRUCTION AND CURRICULUM, (2) PUBLICATIONS, SUCH AS THOSE OF NEA, KEA, USOE, AND THE STATE DEPARTMENT, ARE THE MOST WIDELY USED SOURCES OF INFORMATION, (3) SOURCES ARE ABUNDANT, BUT MANY EDUCATORS LACK CONFIDENCE IN THEM, FEELING THEY ARE APPLICABLE TO THEIR PARTICULAR PROBLEMS, (4) NATIONALLY, THERE IS A NEED FOR MORE INFORMATION DISSEMINATION AGENCIES AND FOR THE PRODUCTION OF MORE READABLE SUMMARIES AND ABSTRACTS, AND (5) THE STATE SHOULD COLLECT AND SUMMARIZE STATE LEVEL INFORMATION AND PROVIDE IT TO LOCAL DISTRICTS. (AW)

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RESEARCH INFORMATION

As Viewed By

KENTUCKY

LOCAL SCHOOL DISTRICT PERSONNEL

SP001204

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DIVISION OF EDUCATIONAL RESEARCH
KENTUCKY DEPARTMENT OF EDUCATION
MARCH, 1967

FOREWORD

With increased support from government and private sources, a new era of educational research and development is being advanced in the decade of the Sixties. Existing and projected programs have significant implications for the improvement of elementary and secondary education. New knowledge to improve programs and to expand educational horizons is being made available to school systems through an ever-expanding reservoir of research information. It is expected that more will be learned about education in the 1960's than was learned in all the previous history of education in this country. But the advancement of knowledge designed to improve education does not end with the production of good research. Rather, the ultimate test is when and how well significant research findings are translated into educational practice.

In the early 1940's, it was determined that complete diffusion of a good school practice to all the schools of a state took over fifty years. A similar study in 1951 reported that a 70 per cent diffusion of an educational practice in schools throughout the United States requires approximately thirty-five years. Today, the challenge is to further close this gap, even though it is a challenge that can never be fully met.

Desirably, cooperative action programs should reflect a strong implementation phase. In this exploratory survey, superintendents and other local school personnel were requested to indicate topical areas of interest and some ways and means that state and national efforts to supply research information can be used to best advantage. It is hoped that this report will be helpful in further assessing local needs for research information and in establishing on-going implementation programs.

Harry M. Sparks
Superintendent of Public Instruction

INTRODUCTION

As in science and technology, the "explosion" of knowledge in the social sciences in the post-World War II period is reflected in equally unprecedented gains in educational research information. How can the increased output of educational information best be made available to the teacher and school administrator at the local level? For many decades, the traditional lag in educational research has been due to lack of financial support. With the assistance of major Federal legislation, the support gap has been substantially reduced, and the quantity and quality of research significantly increased.

Now, the problems and concerns of producers and consumers alike shift to ways and means to realize maximum efficiency and effectiveness of research information programs at the local level. Understanding and knowledge of local needs, local concerns, and existing practices are essential prerequisites for designing adequate support programs and services at the State level.

Purpose

The purpose of the survey directed to local school district personnel was to provide information in five general areas: (1) areas of research information of greatest need, (2) current sources of information most widely used in decision making, (3) relative strengths and weaknesses of differing sources of information, (4) desired role and services at national level, and (5) role and services at State level.

Procedures

The time factor and the exploratory nature of the survey prompted the use of a questionnaire for collection of data. The procedures used in the development of the questionnaire, the population surveyed, and the level of response are described below.

Questionnaire Design

The anticipated diversity of responses prompted the use of an open-end questionnaire, directed to five general areas of information:

1. In what topical areas do practicing educators have the greatest need for research information?
2. What current sources of information are most widely used by educators at district and school levels in making decisions about educational change?
3. What are the relative strengths and weaknesses of differing sources of information now used by educators?
4. What efforts at the National level would be most useful in making research information available in meaningful form to local educational agencies?
5. What efforts at the State level would be most useful in making research information available in meaningful form to local educational agencies?

Cover letter and questionnaire are shown in Appendix A-6.

Population Surveyed

All 200 school districts in Kentucky were invited to participate in the survey. The mailing of the questionnaire was directed to two groups: (1) a cross-section of school personnel representing 52 school districts and enrolled in an Educational Research Seminar Series conducted by the Kentucky Department of Education, and (2) superintendents of the remaining 148 school districts.

Collection of Data

Thirty-four of the 52 seminar participants, or 65 per cent, completed the questionnaire. Of the 148 school districts surveyed, 50 superintendents, or 34 per cent, returned the questionnaire. No follow-up of the first mailing was made. The superintendents in three districts duplicated the questionnaire and invited principals to respond.

Analysis of Data

It was expected that the highly subjective nature of the open-end questionnaire would increase the complexity of subsequent steps to analyze the data. The decision to use a non-structured form implied the general acceptance and use of a coding procedure to quantify the data. It is generally agreed that verbal materials can take many diverse forms and still "mean" the same thing in terms of the categories under which they are subsumed.

By inserting the frequency counts for the major categories in the five areas, it is not intended to imply that a high level of objectivity prevails. Rather, the coding is based upon the presence or absence of the categorized material. In more familiar areas, the respondent is led to say essentially the same thing in different ways. Thus, the frequency count on some questions runs significantly higher than on others.

The responses by general categories and some quoted examples are presented by questions in consecutive order. The total responses to the several questions in the following pages are presented in Appendixes A-1 through A-5.

Question No. 1 -- In What Topical Areas do Practicing Educators have the greatest need for Research Information?

Responses by Categories and Some Quoted Examples

- INSTRUCTION — 117

  general (46), teachers and teaching (26) innovations (23), instructional technology (15), other (7).

  "Teaching methods which will more nearly challenge each child to perform to his capacity"

  "Effect of pressures on children"

  "Improving classroom organization and more effective use of teaching personnel"

  "New methods and materials to upgrade program for both culturally deprived and gifted students"

- CURRICULUM - CONTENT AND ORGANIZATION — 114

  general (42), research information on major fields (25), reading (23), mathematics and sciences (17), other (7).

  "New trends in curriculum in the nation"

  "Curriculum development for today's world"

  "The greatest need is in reading"

  "There are few, if any, areas in which research information is adequate"

  "We need to know such things as the reading and math levels throughout the state and nation"

- PUPIL AND LEARNING — 58

  child growth and development (18), pupil evaluation (13), pupil guidance (7), dropouts (6), pupil motivation (5).

  "How to effectively use our present knowledge of dynamics of human behavior in relation to meaningful programs in schools"

  "The learning process itself"

"Research on how children learn and what kind of classroom climate is most conducive to learning"

"Ways of stimulating interest so that boys and girls will work on their own"

- OTHER SCHOOL ADMINISTRATION AREAS 50
  school finance and revenue (15), school-community relations (11), school buildings (9), general administration (5), other--including school transportation, staff relations, salaries, policy making (10)

"In the field of administration, good sound financial practices"

"Effectiveness of school building designs"

"Organizational structure of school systems"

"School building construction plans as to needs, use, and design"

Question No. 2 -- What Current Sources of Information are Most Widely Used by Educators at District and School Levels in Making Decisions About Educational Change?

Response Categories and Some Quoted Examples

- PUBLICATIONS 146
  - NEA, KEA, USOE, State Department 56
  - General Sources 49
  - Other professional organizations 28
  - Producers of materials 7
  - Professional books 6

"NEA Research Bulletins-Office of Education Research Studies"

"Professional journals, especially KEA and NEA journals and publications"

"ASCD research has been valuable because it is considered authentic"

"Books and articles written on the subject in professional publications"

- LOCAL SOURCES 55
  - Local discussions 18
  - In-service 13
  - Observations 13
  - Experience 11

"Observations and visitations with other school districts and teachers"

"Pulse and needs of the pupils and community"

"Experimentation-outgrowth of local effort"

"Observation and opinion of faculty and staff members"

"Information received at in-service conferences"

- CONSULTANTS 39
  - Universities and Colleges 17
  - State Department of Education 15
  - Other: NEA, KEA, textbook representatives 7

"Personnel within the Department of Education and Consultants from various universities are usually contacted for sources of information"

"Consultants from NEA, KEA, State Department of Education and State institutions"

- GENERAL SOURCES 26
  - State Department of Education 14
  - Universities and Colleges 12

"University courses and State Department Seminars"

"Probably the State Department of Education and the Colleges and Universities, with State Department having the most influential role"

- CONFERENCES AND WORKSHOPS 22

"We share ideas with other educators at national, state, and local educational meetings"

"Conferences with school officials"

"From information gained at professional meetings"

"Resource persons -- outstanding educators"

- OTHER (INCLUDING COMMENTS) 12

"Good sources of applicable information are not well known. Educational change is taking place very slowly"

"Recommendations from various companies and demonstrations of their materials"

"State and Federal demands by issuing guidelines"

"Something is new and others are doing this and we use it because we want to change"

Question No. 3 -- What are the Relative Strengths and Weaknesses of Differing Sources of Information now Used by Educators?

Response Categories and Some Quoted Examples

- LACK OF CONFIDENCE IN SOURCES OF INFORMATION 36

  "Opinions at times are not based on facts"

  "Much information received today is not conclusive and is also conflicting"

  "There is not enough reliable criticism of these programs--criticisms giving both pro and con"

- LACK OF APPLICABILITY 24

  "Information does not fit the problem"

  "Too ambiguous! More concise descriptive materials needed"

  "Journals not geographically bound and do not understand local situations"

  "Much (research) is written in a form that is not readable by the teacher"

- UNFAMILIARITY WITH OR LACK OF ACCESSIBILITY TO SOURCES 22

  "Many teachers do not have access to the information which they need"

  "There is a great need for a list of sources available"

  "Paucity of readily available information"

- ABUNDANCE OF SOURCES 12

  "I think all sources are good and getting better. I am more concerned with ways of stimulating teachers to use them"

  "There is an abundance of research material available"

  "The strength of these sources, perhaps, is found in their diversity and in the freedom which we enjoy to search widely for answers to our problems"

- LACK OF RESEARCH KNOWLEDGE ON THE PART OF THE READER LIMITS UNDERSTANDING OF REPORTS 10

  "Not applied realistically"

  "May be too technical for interpretation by the average person"

  "Failure of teachers to understand modern techniques and to put them into practice correctly"

  "Most educators have little and understand less about research that has been done"

- TIMELINESS OF INFORMATION 9

  "Information not made available soon enough"

  "Most information out of date at time we receive it"

  "Available sources have limited relevance for day to day problems"

  "The lapse of time (too great) between research and teacher use (makes all sources in danger of being out-dated)"

Question No. 4 -- What Efforts at the National Level Would be Most Useful in Making Research Information Available in Meaningful Form to Local Educational Agencies?

Response Categories and Some Quoted Examples

- WAYS OF DISSIMINATING RESEARCH INFORMATION 49
  - Readable summaries, abstracts, etc. 27
  - Reports and evaluation of ESEA program 13
  - Current bibliographies of research information 6
  - Suggesting methods of using research 3

"To produce the information in terms that can be easily understood"

"Record research findings that have been worked out in the various federal programs now being carried on under ESEA, and make it available to teachers"

"A regularly published digest of current research"

- AGENCIES FOR DISSIMINATING INFORMATION 54
  - National agency such as ERIC 11
  - Seminars and Conferences 11
  - National agencies (direct to local people) 7
  - National agencies (through state department) 6
  - National news media including ETV 6
  - Regional agencies such as Regional Labs 5
  - State Agency 5
  - Professional organizations publish more research 3

"I feel that the ERIC files are excellent and it would be most helpful if a catalogue of current research available could be furnished to local school systems"

"Making possible more research seminars-such as the ones now planned"

"National depository send copies of completed research to state depositories"

"National level research information should be funnelled through the State Education Department"

- OTHER PATTERNS 7
  - Finances to experiment at local levels 2
  - Provide research personnel 3
  - Matching funds for materials and books 2

  "Provide funds to experiment with the programs suggested by research"

  "We need more people in our local systems who have the sole purpose of doing research"

- GENERAL 7

- FINANCIAL AID TO STATE 3

Question No. 5 -- What Efforts at the State Level Would be Most Useful in Making Research Information Available in Meaningful Form to Local Educational Agencies?

Response Categories and Some Quoted Examples

- COLLECT AND SUMMARIZE INFORMATION AT STATE LEVEL AND SEND SUMMARIES TO LOCAL DISTRICTS 47

  "Develop small readable abstracts of all research on hand for circulation to educators"

  "Have the Director of Research pass the findings down to the lower levels"

  "Collect, classify, and index information at state level"

- PROVIDE FIELD RESEARCH PERSONNEL 26

  "Make available highly trained persons who will work with local groups on research problems"

  "Perhaps a larger staff would allow districts in need to rely more on the Division of Research"

  "More research personnel needed at the state level"

- CONDUCT SEMINARS, IN-SERVICE PROGRAMS, AND WORKSHOPS FOR LOCAL SCHOOL PERSONNEL 22

  "Increase participation in such experiences as the current research seminars"

  "In-service at teacher level"

  "Assist locals in in-service programs to inform teachers of a meaningful knowledge of research and the importance of the teacher in this phase of education"

- OTHER SUGGESTIONS 20

Promote value of research	6
Miscellaneous	6
Make visual aids available	3
Require education students to participate in research activities (courses and projects)	3
Publish sources of information	2

"Open letter communications between teachers and research people"

"Promote use of research material and experimental conclusions in making needed change in education"

"Require graduate students to participate in more research activities"

Appendix A-1

A SUMMARY OF LOCAL DISTRICT RESPONSES TO A QUESTIONNAIRE ON WAYS AND MEANS TO DEVELOP PLANS FOR MORE EFFECTIVE DISSEMINATION OF EDUCATIONAL RESEARCH INFORMATION

The following are comments, suggestions and reactions by the superintendents or members of the central office staff to four questions. Spacing indicates responses by different districts.

Question no. 1 -- In what topical areas do practicing educators have the greatest need for research information?

Evaluation of students; curriculum; teaching materials and facilities; and in-service training.

In almost all phases of the school program in the school districts of Kentucky. Taxes, per pupil receipts and expenditures, curriculum, testing results, salaries, expenditures for various items in the budget, dropouts.

Reading and Math - we need to know such things as the reading and math levels throughout the state and nation. How children can learn.

Reading programs, attitudes of students and parents toward school work, advantages and disadvantages of giving grades, student motivation.

To determine effectiveness of instruction, with emphasis on the use of materials which are available.

In the field of administration -- good sound financial practices. In the field of securing materials which may be utilized fully. Information relative to buildings, equipment, instruction requirements cause need for special kinds of rooms - some recently constructed seem out of date - safety standards in many fields including transportation liabilities of teachers - board of education.
In the field of instruction -- organization of program studies, curriculum - improved methods of instruction, innovations, how to utilize federal funds, for instruction and materials (Title I and others). We are becoming fully consolidated - do not have enough special (ASIS) units for special teachers in fields of guidance, counseling, principals and librarians. So many units are required for graduation, and so much is required to have standard and comprehensive programs - money for services of high standards is not available from Kentucky. There is much made of professional negotiations. There may be disunity between school board and teachers.

Finance, effectiveness of curriculum changes - the new math, for instance, transportation, teacher evaluation, and policy making.

In various phases of the teaching of reading; in child growth and development and in ways to take care of individual needs of children and ways to use community.

Curriculum, supervision techniques, administrative techniques and instruction.

Educational techniques, media and measurement.

The true value of such new programs as "Modern Math", and the value of remedial reading.

The development of study habits and skills. Teaching methods which will more nearly challenge each child to perform to his capacity. Child growth and development. Most effective grouping practices.

1. Methodology
2. Psychology of learning
3. Proper use of audio-visual materials and equipment
4. Innovations in areas taught by educator

All topical areas. Maybe, curriculum and method first.
Would coordination of subject areas make study more meaningful to students? If so, what practical way is there to coordinate the field of humanities, social studies, psychology, physiology, etc. or the whole field of science, math, etc.
How could we put computers to work for us in seeking out better curricula and method?
We need to know what homogenous grouping does to children up to grade 8 or so; and what effect this grouping has on leadership, discipline, etc. in a room.
Should girls and boys be separated for P.E., science, etc.? If so, at what age.

New math, reading, programmed learning, and uses of teaching equipment.

There are a few, if any, areas in which research information is adequate. However, a few areas do take priority over some others in the writer's estimation. A few of the priority areas are as I see them:
1. The curriculum
2. Teaching methodology
3. Child study and guidance (especially elementary)
4. Home school relations (all aspects)
5. Teaching aids and their use (A.V., etc.)
6. Staff relations
7. Administrative (general)

Reading, testing, and application of test results.

Findings in field of "team teaching"; ungraded high school program; guidance and mobile unit and materials utilization centers.

1. Research dissemination - there is such a bulk of research coming out now-much of it pseudo research that ample time cannot be found to digest it and take from it those segments that apply and that are needed in each particular situation.
2. Realistic methods of supervision of teachers.
3. Basic improvement of instruction that meet the changing need.

Reading techniques. Effectiveness of various teaching aids and equipment. Grading.

1. High school and Jr. high school scheduling.
2. Innovation of new classes and subjects into the curriculum.
3. School building construction plans as to needs, use, and design.

Psychology of teaching, learning, and modern child behavior.

Reading. Holding power of schools.

1. Curriculum
2. Trends in building renovation and design
3. Public relations
4. Teaching techniques
5. Population changes
6. Inflation index for education sector of Kentucky economy
7. Tax programs

New trends in curriculum in the nation, new teaching techniques, new building concepts, and methods of teaching above average students.

Reporting to parents - grading, curriculum innovations, homework vs. no homework.
Methods of getting teachers to revitalize their education, scheduling, grouping or tracking, and levels of reading.

1. Finance
2. Types and cost of school construction
3. Instruction

New content material recommended for adaptation or including subject matter.
The need for information concerning what will be the predictable needs of the students.

1. Curriculum
2. Scheduling
3. Research itself
4. Problem children

Homework -- how much learning takes place? How much is too much? Attitudes of parents?
Teachers: Pupils? How much does the grade depend upon homework assignments?
Testing and grades? Tools of motivation? Teachers' attitude?
Adult education? Role of high school? Topic of interest?

All types of research in curriculum areas and methodology or materials in these areas.

1. Findings in the various subject areas
2. Direction in which curriculum is being designed in light of these findings
3. Means of implementing these findings

What are the findings on the national level and how do they apply to the local level.

1. Effect of pressures on children
2. Ways of working with children
3. Various practices (grouping, grading, self-contained classrooms)
4. Business interests in education -- to assist or exploit?
5. T.V.

See: Harper's Jan., 1967 "A Pressure Cooker For Four Year Old Minds"

Curriculum, organization and administration.

The development of language arts skills. Successful ability grouping practices and organizational patterns.

1. Testing and measurements
2. Guidance
3. Curricular development for exceptional children

Reading, Mathematics, Social Studies, Language Arts, Science -- methods and materials of instruction which are most effective. Also, all other areas of the curriculum. Organizational structure of school systems, effectiveness of building designs, and techniques for studying and revising curriculum.

1. Dropouts
2. Remedial programs (especially in English and Math)
3. Team teaching
4. Record keeping and teacher efficiency in classroom
5. Planning periods effects on teaching

How to conduct research projects in areas of:
1. Grouping for instruction
2. Organizational patterns
3. Teaching the gifted
4. Remedial practices

Values of some research projects that have been conducted. How to use some research information in the local situations. Processes involved in research.

1. Evaluations of school practices in relation to what is happening to children.
2. How to effectively use our present knowledge of dynamics of human behavior in relation to meaningful programs in the school.
3. Establishment of "quality education" rather than "minimum education" for all children.
4. How to improve teacher performance.

Science, Government, Social Studies, effective use of test data, promotion and retention grades.

1. The learning process itself
2. Motivation
3. The effectiveness of media in education
4. School organization
5. Environment affecting achievement
6. Those things affecting or contributing to mental health

1. Curriculum development
2. Registeration and scheduling
3. More information on grouping
4. School finance
5. Record keeping and data processing

Reading, arithmetic, science and special education for handicapped. We have little access to any research on these major fields.

Attitudes of children and teachers. Grouping.

Subject areas, curriculum trends, how to effect curriculum change.

1. Curriculum development for today's world
2. How to communicate with culturally deprived children (by this, I am greatly concerned about the lack of "knowhow" which many teachers have in working with children from the very low economic bracket - so many fail to "speak the same language".
3. School dropouts (closely connected with problem above).
4. Reading failures
5. Exceptional children

1. Modern mathematics
2. Methods of Reading Instruction
3. Team teaching
4. E.T.V.
5. Departmentalization in grades 5 and 6

1. Curriculum
   a. Reading
   b. Math
   c. Science
2. Finance
   a. Tax rates and methods of financing
   b. Cost of areas of education
3. New concepts in teaching

Learning - how do children learn? What do recognized authorities in the field hypothesize?
Methods of teaching - What proven methods take advantage of findings in the area of learning?
What has research to say about traditional practices versus more modern techniques involving more pupil planning and participation?

1. Curriculum
2. Entrance age, I.Q., etc.
3. School plan 6-3-3 or 8-4 or 6-6?
4. Team teaching vs. single classroom
5. Ungraded primary vs. graded primary

Educational prediction - do the experiences, nurture, attendance record of children in the first three grades of school have a significant bearing on whether they drop out of school or complete high school and, perhaps, college?
Curriculum evaluation - how can we determine objectively whether a course of study should be added, dropped, or modified? Examples: the meaning of communism, sex education, economics, problems of democracy, driver education, foreign language in elementary school etc.
Teaching methods and techniques - how can we know which is the most effective kind of instruction at the various levels, team teaching, departmentalization, self-contained classroom, televised teaching, individualized, with or without mechanical or electronic devices?

1. School finance
2. Instruction
3. School transportation
4. School construction

Elementary - probably the language arts and social studies. Much research has been done in reading, science, and math. Need more on handwriting. The young child entering school at 5 and 1/2 immaturity - the creative child.

1. Class size
2. Junior high curriculum
3. Teaching methods
4. Effective guidance for elementary and junior high schools

1. The relationship of extent of child's experiences to his I.Q.
2. The extent to which creativity should relate to I.Q.
3. The extent to which lunchroom duties, such as taking up money each day and supervision of lunchroom during meals, influence teacher-student morale.
4. A comparison of counseled students versus non-counseled students and their progress in a reading program (remedial).

Research on how children learn and what kind of classroom climate is most conducive to learning.

Improving classroom organization and more effective use of teaching personnel. Providing for individual differences. Selection and use of teaching materials and equipment.

Types of school organization - grouping, departmentalization, non-graded.

1. New methods and materials
2. School organization (K-college)
3. Guidance
4. School organization

New methods and materials to upgrade program for both culturally deprived and gifted students. Development of vocational interests. Training teachers for special education. School organization and administration. Evaluation of guidance procedure in elementary schools.

1. On truancy and how to prevent it
2. Should children be kept back in elementary grades

1. Grouping
2. Reading
3. Cooperative Teaching
4. Programs for non college students
5. Social studies
6. Staff utilization

Learning theory, teaching methods, curriculum content, and analysis of the culture - local and national - in terms of teaching-learning processes.

Drop-out information, programmed materials, and Math(new methods).

Instructional methods; child growth; mental health and physical fitness.

1. Ways of stimulating interest so that boys and girls will work on their own and not have to be forced to do work by set rules or standards.
2. Cooperation between parents, teachers, and students.

Ways of teaching (instructional theory) various disciplines relating to both content and skills.
Effectiveness of "faddish" plans of organization (grouping) and media.
Human growth and capability of child to accomplish at various ages.
Organization of content (scope and sequence)

1. Remedial reading programs in Kentucky
2. New math vs. traditional
3. New methods of class programming
4. Twelve-month schools
5. Flexible scheduling
6. Ungraded classrooms
7. Education of kindergarten children (head start) value of all these new programs (good teachers do not like so many interruptions).

The areas of instruction, administration and supervision in relationship to methods, materials and innovation in any of the specific subject areas of their field should be available in a summarized form so that they may quickly and efficiently know which way to go.

1. Curriculum development
2. School finance at local and state level
3. Working with the disadvantaged child
4. Accounting for pupil personnel

1. Problems of curriculum change and development
   (1) Current curriculum developments: specialized or subject area (science)
2. Educational technology
3. Learning theory
4. Human behavior (supervisory behavior)

1. In teacher instructions to better direct quality teaching.
2. More information on physical education, at local levels.

1. Curriculum Development
2. Experimentation and innovations
3. Impact of federal programs on education
4. Educational television
5. College teacher preparation programs
6. Professionalism

1. Curriculum and course content
2. Grouping; time and place presentation of materials
3. Remedial and developmental class content, etc.
4. Organization and teaching methods

1. Organization patterns
2. Effectiveness of various techniques
3. Effectiveness of various programs

The greatest need is in reading. How the social problem affect the reading comprehension, etc. It is in my opinion that reading is a social problem, and research in the inner connection of this area would be very beneficial to educators, as well as to the student. This would be to a great extent taken in social studies in our own community. (Bring it down to home).

1. Health texts for junior high school
2. Reading program for junior high school
3. Remedial work for slow learners

Improvement or changes in the state curriculum requirements to meet the needs of the individual school.

1. How disabled children learn
2. Consumer education and management (HEC)
3. Housing (HEC)
4. Comparison of Kentucky students with those of other states
5. Improvement or changes in state curriculum requirements to meet the needs of the individual school

1. The social sciences
2. Helping the socially deprived
3. Juvenile delinquents

1. Language arts -- including foreign languages
2. Mathematics
3. Sciences
4. Humanities

1. Are we meeting the needs of the child?
2. Is our curriculum geared only to college bound students or for all?
3. Should all children have four years of English?
4. What state standards will be set up or are necessary including our vocational schools?
5. How many graduates actually apply their High School educations after they are on the job?

Current events - modern departures in such subject fields as english and arithmetic.

1. Professionalism
2. Economics
3. Humanities

Scientific, social, mathematics, reading, each of these could be explored and worked out into many topical areas.

Appendix A-2

Question no. 2 -- What current sources of information are most widely used by educators at district and school levels in making decisions about educational change?

Good sources of applicable information are not well known. Educational change is taking place very slowly. Sources used are:
1. Bits of results of experimental projects
2. State and national educational conventions
3. Periodicals
4. State departments of education
5. Universities and colleges

The research bulletins from your department have been very helpful.

Results of tests, teacher opinion, and professional magazines and materials.

Testing program, teacher observation and experience, communication with neighboring systems, in-service programs, and educational journals.

Testing program and teacher evaluation. Recommendation of administrative personnel.

State department gives information through bulletins, book, news letters--by visitation from state department of education.
Colleges and Universities are using staff members, and offering special assistance in supervision, courses, etc.
State office of National level--a multitudinous lot of mail. National department of labor and kindred agencies are taking a hand in programs--setting up the wage angle which is looking like danger signal--salaries and wages may become unbearable--strict supervision of employment and wages seem to be eminent from Department of labor--field men are already on the scene.

NEA, AASA, and the State Colleges.

1. Experience (own)
2. Various magazines, such as ASCD publications
3. Consultants from surrounding colleges
4. Professional books
5. Group discussion with faculty groups

Professional magazines.

1. Meetings - AAIB - CEC - APH Fall Meeting - others
2. Professional journals - International Journal for the Education of Blind.
3. Newspaper and popular periodicals.

State Department of Education, KEA and NEA, journals and colleges, and advice from book sellers.

1. Our state universities (their staff consultants)
2. Professional bulletins and magazines

State recommendations, ideas received at workshops and conventions.

1. Pilot projects successes or failures
2. "What is being done" in our adjoining districts
3. Research available from NEA, KEA, etc.
4. Research conducted by lay organizations; mostly from pressure applied by some group.

Pertinent articles in ASCD, S. Association, DESP, NEA and other publications.
We share ideas with other educators at national, state, and local educational meetings.
University courses and state department seminars.
We encourage teachers to observe other experts in the classrooms in a six state area.

Probably the State department of education and the colleges and universities, with state department having the most influential role. (after all, that is where most of the money comes from).

Publications: State Department of Education, KEA Journal, NEA Journal, ASCD, Kentucky and National Council of the Teachers of English, Annual Publications and Reports of National Associations of Elementary Principals and Secondary Principals, and National School Board Journal.

Educational publications, conferences with school officials, and visitations.

1. My own current reading list
2. Educational background
3. Changing trends
4. Conferences and conventions
5. Workshops
6. Pulse and needs of the pupils and community

1. Magazines
2. Books, bulletins, etc.
3. Experiences and counsel from other administration

I know only of my own sources.

1. State and National recommendations
2. Architects and State Department of Education as to school building construction.
3. Local needs and finance

In-service training, journals (professional), and bulletins.

NEA publications, State EA publications, and State Department of Education materials and meetings.

1. State Department of Education Publications
2. Magazines dealing with the subject

Educational research to some extent.

1. College reports
2. Department of Education
3. KEA
4. Special studies

1. State Department of Education publications
2. Phi Delta Kappan
3. Reports from AASA, NEA, KEA, and Education USA
4. Teacher letters, curriculum letters, (Croft Publications)
5. School Management Magazine
6. National Secondary Principal's Bulletin
7. School Board Journal

1. Recent college textbooks
2. Materials from the Fund for the Advancement of Education
3. ERIC Reports form State Department
4. Materials from pilot projects in educational change which are going on over the country. For example: Senish approach to economics, Fenton Social Studies, etc.

1. State Department Bulletins
2. Professional Organization's Publications
3. Surveys conducted by district

1. NEA Research Bulletins - Office of Education Research Studies
2. Graduate School Dissertations - Public opinion polls
3. Outstanding educators, national eminence

What they know about what others are trying and are feeling is working - largely supplied by word of mouth or other rather direct person to person contacts. Of course, reading in professional journals, etc. is also a stimulus.

Meetings, conferences, professional literature.

1. Professional books, magazine articles, dissertations, etc.
2. Experimentation - outgrowth of local effort

Various publications, books, professional magazines, and workshops.

Professional journals, in-service training programs (experts in the field), daily press, statements by colleagues and, remotely, the NEA Research Bulletin.

1. Experiences from within our own system
2. Observation of other systems
3. Professional meetings
4. Professional publications

Surveys by school systems, reports of individuals, teachers, and civic groups.

Personnel within the Department of Education and Consultants from various Universities are usually contacted for sources of information.

1. Information gained from personal observations and teachers
2. Personal exchange of ideas between education
3. Visitation to other systems
4. Information gained from professional journals and leaflets
5. Informational gained from professional books
6. Consultants

1. Periodicals
2. Administrator observations
3. Supervisor observations
4. Teacher suggestions

Some of the research that has been made available to local levels. Textbook companies research too often. Using some other school system's recommendations (something seems good for one system, therefore, we include this in our program). Something is new and others are doing this and we use it because we want to change. Information from colleges. Information received at in-service conferences.

1. Experimental systems - University city, CEMREL, pilot studies and schools
2. Reports of research findings in KEA and NEA journals
3. Consultants

1. ASCD materials
2. NEA Research Bulletins
3. Phi Beta Kappan
4. National Educational Journals
5. State Educational Journals
6. Daily Newspapers
7. Instructor
8. Scott-Foresman Bulletins
9. Kentucky English Bulletins
10. BSCS Newsletter

KEA and NEA directives, guidelines from state department, and council on higher education.

1. Consult studies that have been conducted by groups
2. Refer to performances of students in colleges
3. Concerned as to how our students fit into their work after graduation
4. Observation and opinion of faculty and staff members
5. Express need of local community as indicated by people in key positions (managers of factories and etc.)
6. Consult what other systems are doing and accumulative records

Teacher opinions; standardized tests.

Professional magazines, books, pamphlets, and Educators Encyclopedia.

Professional journals, especially KEA and NEA journals and publications.

Most educators use the college and state department as sources of information rather than research.

Journals, seminars, and professional meetings.

Information that is sent from the State Department.

1. NEA materials (journal, research, etc.)
2. ASCD materials
3. KEA materials
4. Principal's journals
5. Superintendent's journals
6. Nation's schools
7. Current professional books
8. Consultant from NEA, KEA, State Department of Education, and State Institution

1. University consultants
2. Professional association representatives
3. Professional literature

Determined to some extent by what is being done -- in adjoining or neighboring school districts and in similar socio-economic areas of the state or region.

1. Other schools within the district
2. Books and articles written on the subject in professional publications
3. Southern Association recommendations

Changes made by text book company. Pressures on school and teachers from public. News or articles written following lectures or conferences.

1. Local school districts
2. State Department of Education
3. From information gained at educational meetings

1. Outstanding research as reported by our professional journals.
2. Outstanding people in the educational field who speak at educational centers and who are used in schools during in-service programs.

Limited research findings are made available to local districts by making requests to the NEA Division of Research.

Journals, professional meetings, and seminars.

1. Professional literature
2. Professional meetings
3. Colleges and Universities
4. Visits to other systems

Materials through in-service training, and recent college courses.

1. Resource persons - outstanding educators
2. The professional literature
3. Seminar-type conferences
4. Workshops and Institutions

Recommendations from departments of education; professional organizations; colleges and universities and from reports of other school districts with similar problems.

Continuing in-service education sources at the national, state and local levels; resources and resource people provided by the State Department of Education and State Universities.

1. Public opinion
2. Observation of neighboring systems
3. State and Federal demands by issuing guidelines

I feel very few use any. They just join the parade or follow the textbook. They use some data from state department of education; some from professional organizations and their publications; and some from college professors' courses and lectures. Few have active research committees reporting. Better teachers use the research report section of professional journal.

1. Professional meetings
2. Study groups
3. Committees
4. In-service
5. Current literature

1. Recommendation from State Department of Education and Division of Educational Research.
2. Recommendations from various companies and demonstrations of their materials.

1. Research pamphlets and other materials sent from the state department.
2. Professional magazines and books such as the Phi Delta Kappan, KEA and NEA journals, Our Nation's Schools, Saturday Review, Croft Educational Services. We hope in the near future to use ERIC materials as soon as a reader can be obtained.

Issues of state and federal research, published by HEA or state department of education.

1. State department publications and releases
2. KEA and NEA research
3. ASCD - study reports and research publications
4. College and university publications
5. Professional publications

1. State and national professional publications
2. Information from college and university consultants
3. State department of education publications and consultants
4. Observation and visitation with other school districts and teachers

1. Research reports published in professional magazines
2. Research digests

Recommendation from college consultants-current information handed down from the government to the college. (Very little is available).

1. Decisions of the educational association
2. Superintendents opinions along with committees from various schools
3. Text book representatives

1. State educators directory
2. Materials furnished by state department in such field as vocational education and guidance.

1. State Educators directory
2. Materials sent by state department in such fields as vocational education
3. Guidance
4. State requirements

1. State department of education
2. Higher institutions of learning
3. Book companies
4. Local instruction and needs

1. State department of public instruction
2. NEA and KEA
3. State universities

Kentucky School Law - Department of Education, State Department of Education Bulletin Kentucky Public Schools.

1. Conferences
2. Top level discussions

Printed materials, association with other educators, and trial and error methods.

Educational publications on the national and state levels. Foundations are helping in this area.

Appendix A-3

Question no. 3 -- What are the relative strengths and weaknesses of differing sources of information now used by educators?

1. Information not made available soon enough
2. Paucity of readily available information
3. Much of the research information is applicable only to very limited sections of the nation.

An elaboration of your present service plus (if this is possible) getting the facts as soon as possible so this material will be completely up to date. I would imagine this would be most difficult for you because you would have all the facts before you can complete and disseminate them.

Weakness -
1. Conflicting views on results
2. Educators are not always familiar with the authors and do not know how much confidence to place on the results that are reported.

1. Not thorough enough
2. Not sufficiently supported by sound research

Weakness: Use of out dated materials. Failure of teachers to understand modern techniques and to put them into practice correctly.
Strength: Modern techniques introduced through college personnel or state department.

State Department of Education doing a very fine job-very helpful, and getting out information and in executing or getting us properly involved.
There may be some duplication in efforts of State Department of Education - State Universities and HEW.
We want to get benefits and make a good account of special funds.

Research projects are slanted, even though supposed to be completely objective, slanted according to the interests of those doing the research.

Not based on research or basic philosophy, inconsistent, out dated before it gets to the classroom, much research not really based on correct data, much research is gathered to prove what the researcher desires to prove.

Too ambiguous! More concise descriptive materials needed!

Meetings - communication in understandable terms, technical details often missing.
Journals - full accounts of research, often too technical.
Newspapers, etc. - reports current and understandable, often inaccurate or over optimistic.

Much of it is biased and outright untrue.

Some are good and some are confusing.

Much information received today is not conclusive and is also conflicting. Also much is too general.

Prefer conference and visitation

Strengths:
The state universities can offer "on the job" help. They are often carrying on action research programs which may be observed.
Weaknesses:
The state universities are often dealing with groups whose socio-economic backgrounds are too different from local situations.
Programs are being carried on which would be impossible at local level with limited staff.

1. Pilot projects - an excellent source, but what holds true in one district might not in another.
2. Research from NEA, KEA, etc., a very excellent source for good strong general research.
3. Research conducted by lay organizations; good in some cases, but most of the time the research is too short-sighted and not a cure but only an arrester.

Strengths - There is an abundance of research material available.
Weakness - An educator is never sure that he has read or even heard of the latest available research material.

In many cases we pool our ignorance and shuffle our prejudices.
Literature from sources listed above give us ideas and questions but the most practical benefit comes from people who have tried these things in the field.
We have learned to be very skeptical of the results of educational research.

I feel that the greatest weakness of the present sources of information is a lack of usable research information in the areas I consider vital (listed in #1). The information which is provided and used is in most cases rather shallow and usually selected and painted to fit the philosophy of the one providing it. This leaves very little latitude for local decision making.

Strength - Availability of a mass of information so an educator could make a strong case for any of his convictions.
Weaknesses - Too much pseudo research. Too much educational research for commercial use that soon becomes a practice.

1. Ideals of local community not compatible with some of the new (or different) ideas.
2. Many articles exaggerate results
3. Best sources are usually from those who work in the salt mines - every day experiences validating the reports.

They are biased and usually present one side of the picture. The full and complete story is seldom told.

1. The State Department is very cooperative with local districts and should be commended for the good relations.
2. School buildings are sometimes designed that do not meet the needs of local systems.
3. Recommendations are made as to changes in curriculum when funds, space and qualified personnel are not available.

There is not enough reliable criticism of these programs - criticisms giving both pro and con.

1. Lack of time to digest information
2. Information does not fit the problem

Many new programs are not tested properly, no valid data available. Many teachers do not have access to information which they need. Research reports are often too lengthy, practically unreadable.

Department of Education strongest - College reports next - KEA weakest.

1. Many are biased by writer opinion
2. Most information is not readily available
3. Time consuming
4. State Department bulletins are usually less biased, because they are the result of more than one person's work
5. Surveys conducted by local people are usually reliable, however, the shortage of staff people quite often rules out such surveys.

Weaknesses in defining procedures used to organize or develop new programs. Source material from articles usually not accessible to public request. Research usually considered less bias in reporting than panacean magazine reporting.

Plus:
1. Use of consultants, who are experienced in area under observation
2. Use of funds (grants) in actual experimentation

Negative:
1. Inadequate research
2. Insufficient data
3. False hypotheses
4. Lack of convincing research

NEA and Office of Education (D.C.) seem to be more practical than some of the graduate school dissertations.

Strengths: ability to know one chief source of research findings apropos to what one wants information about.
Weakness: inability to get full reports on what is being done and evaluation of efforts of those doing new or different things.

Strengths: if written or given by authorities in the field
Weaknesses: often too theoretical, or by people who are not authorities

Administrators and educators have difficulty finding time to read all the materials available.

Most of the sources provide fragmented information which may or may not be valid and applicable to the urgent problems of a particular school or district.
The strength of these sources, perhaps, is found in their diversity and in the freedom which we enjoy to search widely for answers to our problems.

Many times there are contradictions. Too many theories without actual proof of adequate results.

Subjective

Reporting the same or nearly the same things-to the point and no farther. The utilization of information.

Strengths: new ideas set forth. Arrouses competitiveness which may result in implementation of better techniques.
Weaknesses: may have tendency to observe only strong points. May not be adaptable to local situation because of dissimilar circumstances.

The actual amount of research that throws light on the effectiveness of various instructional techniques and curricula offerings is surprisingly scant. Much of the research that is widely accepted is not too recent and should be repeated in a more modern setting. Some of the most widely accepted procedures are the results of expert opinion rather than well-designed research.

Strengths: many good ideas made available through these sources of formation. Easy accesibility of professional journals and leaflets.
Weaknesses: Conflict in beliefs and opinions concerning effectiveness concerning educational practice. Vast array of ideas that it is difficult to reach decision as to the best idea for a given situation.

ASCD Research has been valuable because it is considered authentic. Educators need to know more about sources of information.
Some of the sources are good but most of them have weaknesses:
1. Educators should be familiar with the best sources of information.
2. Textbook companies may have authentic research and they may not.
3. There is not enough research on actual problems at the local level.
4. Available sources have limited relevance for day to day problems.
5. Research may not be actual research but opinions of people.

Most of the educational publications and sources of information are quick to inform of new ideas and new programs, but not broad enough sampling as been drawn from. The strengths and weaknesses are limited. The method of reporting is vague and delayed.

1. Varying backgrounds and culture of pupils often a stumbling block
2. Insufficient data
3. May be too technical for interpretation by the average person
4. People conducting research often not well-versed in the research process
5. Span of concentration may be too brief
6. Preliminary reports often accepted

Not enough material available. Most information out of date at time we receive it. Not enough cooperation among the several educational services.

1. Opinions at times are not based on facts
2. Performance of students in colleges and work
3. Difficulty in obtaining desired changes due to deficiency in resources

Colleges and state departments use research that is valid, I am sure, in making recommended changes.

By this information you can see your weak and strong points of your local school.

Journals not geographically bound and do not understand local situations. Meetings too general.

Strengths: a great deal is available. Studies are made by persons who have time to devote to detailed analysis.
Weaknesses: material is technical and the average classroom teacher will not take time to study it, and studies do not agree.

So much information is out moded before it gets to the classroom; some too impractical or theoretical; some too much of a "fad" or jump on the bandwagon kind of thing.

Inavailability at times could be a weakness of the information. University consultants would be more familiar with the local school's situation and perhaps guidance would be more practical and realistic. The converse could be true of national association representatives. Locating pertinent material in professional publications makes this source unattractive.

Some sources of information have been well researched and tested in various places and under many varying conditions before being given specific recommendation. Other sources of information have under-gone inadequate research and testing.

1. Many feel that if it is new it must be good therefore, they want to be one of the first to use it.
2. Most (many?) educators have little and understand less about research that has been done. As a result we again accept this information as the answer to our problems and never question its worth to our needs.
3. The main strength is that more people in the field are willing to experiment and by the information available.
4. There is a great need for a list of sources available

Much research is not known or available to the classroom teacher. Much is written in a form that is not usable by the teacher. Reliable research gives the teacher confidence in her efforts.

Strengths: may meet local needs
Weaknesses: may be made with only short range plans in view.

1. The lapse of time (too great) between research and teacher use(makes all sources in danger of being out-dated).
2. Much information is available at outstanding centers of education but little finds its way into the classroom, or is used there.
3. The relative strengths and weaknesses lie in sufficient and insufficient research and their application.

Local systems rarely know about research projects conducted by state universities and in other local districts.

Professional meetings (weakness) too narrow (strength) reality situation. Journal (strength) not geographically bound.

These sources do not always touch our problem.

Being able to screen out unworthy research. Knowing what is actual research techniques.

To very little extent.

I think all sources are good and getting better. I am more concerned with ways of stimulating teachers to use them.

Strengths: profit from the experiences of others, by using proven methods.
Weakness: lack of facilities to use some of the information received. Lack of understanding and lack of trained personnel.

Written sources are very vague. In meetings the sources of information are seldom remembered.

Strengths: comparative study of current information from different educator's points of view; defining standards and evaluating current innovations.
Weaknesses: difficulty in deciding what to believe with the many innovations and critics today.

Change is too late for many to benefit. Educational changes are accepted and supported more in some districts than others. A change will work in one district and be a complete failure in another.

1. They are good but limited
2. Again research is something new and very few of us know how to do research or even make use of it.

I feel that it is important to make comparisons of research information on a particular subject, because researchers will take at least slightly different approaches and you are able to get different views to a particular problem.

Some of the research is so general it is hard to apply to local situations. To have a good program, local research should be done in the area, where project is to be done.

Strengths:
1. Information is generally good.
2. Good for State primarily

Weaknesses:
1. Information does not get in the hands of enough teachers
2. Economic social and educational conditions are quite different in the Appalachian area.
3. Not applied realistically

Courses taught in the evenings and on Saturdays, plus the regular summer college courses, probably have the greatest influence upon our teachers at the present time. Following this in importance is probably professional material followed by in-service programs, etc.

Too many reports seem to end with stock answer, "no significant difference." Some reports seem colored by the biases of the reporter.

The relative weakness is all the information given to educators covers too broad scope and really it doesn't meet the need on the local level. Every small area have a different social problem and the general information will not meet this need. Too much is written on the general side, or the ideal situation. (we do not have this kind of situation in our school). Lack of educators who are authorities in curriculum and curriculum changes should be included in making decisions . Too little time is spent in making examinations of text books.

Some research is not carried on over a long enough period. Research is not on the type of situation in which we teach. They cover a broad scope and furnish some guidelines.
No organized lines of communication.
More materials should be channelled directly to classroom teachers. More follow-up should be done.
Too out dated (old). Some are written above the average level of the child's capacity to learn.
Expensive.
Decisions and recommendations not disseminated sufficiently.
Each question or topic must have individual consideration; therefore I cannot submit an answer.
Strengths:
United effort of the educational bodies, plus the help from the national, state and local government.
Weakness:
The bias thinking of some publications and other news media.

Appendix A-4

Question no. 4 -- What efforts at the National level would be most useful in making research information available in meaningful form to local educational agencies?

Just place federal money in the hands of capable state authorities to administer to local educational agencies. Educational programs administered directly from Washington are unsatisfactory. Establish a national research coordinating agency or committee.

Same as at the state level.

Send out short, concise, down to earth research bulletins.

1. Financial support for state research projects
2. Research published in outline form

Supply funds to enable more participation by qualified persons in this area. Establish centers which act as correlating agencies among various states.

Information on curriculum-salaries, improved practices both in administration and instruction-without too much control. Some information is very too complex-simplification needed.

Make publications in short concise readable reports and available at low cost to teachers. Record research and findings that have been worked out in the various federal programs now being carried on under ESEA, and make it available to teachers. Sponsor seminars on how to conduct research.

Adaptive statistics to various needs!

Provide current information, meaningfully integrated with clear descriptions of practical applications.

Provide funds to experiment with the programs suggested by research. We have more research than we can carry out.

Publishing and reporting research outcomes in national communication media.

Assistance with more research centers and personnel.

Reporting in UEA Journal as is now done.

Possibly the federally financed instructional projects should be individually evaluated and made available to local educational agencies. Efforts should be made on national level to seek out outstanding instructional programs-evaluate them, and have evaluations made available to local educational agencies.

1. Written in a digested form and mailed directly to local school district
2. Substantial date to show worth of research
3. Suggest methods of using research findings in local classroom by the local teacher

National level research information should be funnelled through the State Education Department.

National guide to distribute only meaningful and tested research.

The local educator should be brought into any extensive research program; he needs to feel a part of it, not have it explained after it is done.

Simply getting the information into the hands of local people, regardless of the form of presentation, would help. It would appear to me that this would be a valid expenditure for a small portion of the federal funds now being expended.

Efforts to elimate the tendency to color statistics and trends in an effort to promote a philosophy. Keep an up-to-date list of available topics, surveys, or other information.

Subject field workshops and demonstrations.

1. Simpler guidelines for projects
2. More information on rural education. So much now is centered on metropolitan areas.
3. Simplified forms
4. More information on evaluation

Information in the journal and in the various flyers from NEA.

Possibly area centers.

Purchase of microfilm readers for all school libraries. Giving matching funds for professional books.

1. Survey teams
2. Up-to-date publications

More research papers by students should be condensed and published so that educators could read them.

1. Equipment for schools
2. School buildings
3. Remedial and special education

Develop a nation depository for research with trained analysts.
National depository send copies of completed research to state depositories.
Develop readable briefs for circulation describing research projects.
Use most recent developments in communication systems to transmit requested research information to local depositories.

1. A regularly published digest of current research
2. Some central agency that could handle, expeditiously, request for specific types of research

Office of Education might summarize research information and send it to all schools requesting this service.

Compiled in simplified forms and made available.

Make summaries available to local school districts.

A list of available studies and publications with the source of each to be published in the NEA Journal.

Meaningful in-service to explain knowledge that has been gained through research. Some way of knowing what research is available.

I feel that seminars similar to this one on research would be very useful in making research information available.

A clearing house to sift the mass of research information in order to find the practical applications and make them financially available to local schools.

We may have something along this line of which I'm unaware, but I'd like NEA to pull together periodically the findings of research studies being currently undertaken especially in curriculum. They could give a brief description and conclusions reached.

The U.S. Office of Education or the NEA could expand certain operations to provide a central clearing house of sorts for educational research. I have heard speakers say that we need a "Consumers' Report" type of operation at the national level for education.

Federal Government should provide a plan for disseminating information to states and local districts in a more rapid and meaningful way.

Coordinate successful, or unsuccessful, changes on a national basis and put results in the state's agencies that will disseminate them to the local level.

Research data that has as its scope the considerations of both the urban as well as the rural problems. Data that can be utilized by the schools at both ends of the financial ladder. Post evaluation of experiments that verify the utilization of the research.

Thorough screening of research information to be certain of the validity of the research and that the ideas have practical application. Very best research information should be disseminated to administrative and supervisory personnel in every school system.

Current research should be made available in a form easily understood by the novice.
More consultants should be provided at the National level.
The funds should be set up to provide for making research available in meaningful form to local educational agencies.
More government sponsored research seminars should be made available.

More efforts at the national level should be made in getting research information into the hands of the classroom teacher. Perhaps a small booklet summarizing the research programs throughout the nation would be of value-it might be a part of the NEA program. This booklet should contain both those methods that have worked and those that have not.

Some national organization, preferably NEA, publish regularly and distribute to all members research information.

1. To make it practical and meaningful in relationship to local problems.
2. To produce the information in terms that can be easily understood.

Send information on research straight to the local agency. Be more thorough on the material sent. Break down the research to a layman's language.

I believe this question answers itself. Efforts should be made at the national level to make research available to local educational agencies. This should be made available in simple terms so that we can understand it even though we are not trained in research.

Data banks could be set up on a regional basis (perhaps in conjunction with regional education laboratories) where all research is stored. A catalog of the accumulated research could be sent to each local educational agency with supplements issued quarterly. Twice a year conferences could be held explaining research done in specific areas, i.e. one conference on research dealing with learning, another on teaching methods, etc.

Through the operations of such programs as Head Start, Neighborhood Youth Corps, Upward Bound, and the many educational activities taking pl[illegible]nder the Title I, Elementary and Secondary Education Act, much valuable educational i[illegible]rmation is being accumulated at the local level. If the U.S. Office of Education can produce an effective evaluative instrument and put it in use many important educational findings should accrue to us at the local level.

Mainly to inform local agencies as to where information can be found and how they go about obtaining this. Few if any of us actually take the time to reade the literature we receive. We need more people in our local systems who have the sole purpose of doing research and making this information available.

Institutes are good; however, I believe that more and better in-service programs will do more to get the "grass roots" of the local situation - not to be critical of local situations but to patiently demonstrate new information to timid and fearful teachers who sense that their methods are not acceptable today.

Is it possible for the NEA Division of Research to work cooperatively with the State Department of Education concerning research projects conducted in other states, by furnishing the State Department with practical results of the projects? The state could use the information with local districts.

Teacher education programs required to teach how to do research as well as to understand it. Meetings to explain what is available in research.

Continue programs like the Educational Research Information Center, ERIC and CEMREL.

Providing a list of speakers, consultants and materials available to state and local districts. Send up-to-date Educational Research Bulletins to supervisors and the state department.

Simple reporting and regular distribution of "white sheets" or some simple form.

If the national level could act as a selection and clearing house agent of all pertinent research through the country this would be valuable.

Financial aid for training of personnel and operation of pilot studies; provide more studies to be published in national magazines; and encourage professional organizations to give it more thought and study.

1. Making possible more research seminars - such as the ones now planned.
2. Publish in understandable form, not sophisticated, the research that has been done.

Need guidance and direction from the national level to aid the local school district in research and interpretation of the results of the research.

The problem seems to be largely one of communication. Research is reported in a terminology that is without hearing the most of our teachers - even the more progressive sort. We should work on the problem from both ends - teach the language of research and statistics to the teachers and relate research findings to them in language that they can understand.

I feel that the ERIC files are excellent and it would be most helpful if a catalogue of current research available could be furnished to local school systems. I feel that current research seminars being sponsored by federal funds will help local school systems become more research conscious and help them in finding and doing research in areas which they feel a need.

Have a wider range, have more copies sent out, so a larger amount of people would have the information.

1. Information sent to local schools by way of state department
2. More coverage in national news media
3. More T.V. programs concerned with problems and accomplishments in educational programs

I think that developing a method to place this research information in the hands of each teacher would be the most effective. At present time, the teachers may subscribe to research bulletins, which most do not; or, they may get publications through the local organization which is not often. So, to place research information in the hands of each teacher would be a good step.

Separate bulletins containing summaries of significant research findings on each topic could be published.

Educators have too much to read, too little of time to read in, and too much busy work to ever have an opportunity to read; therefore, if all the research work was in brief and limited to a local area it would relieve the educators of converting the general research to our own specific needs. (This takes time and sometimes tossed in file 13, because it doesn't involve us - local area).

Have good representation from the states to meet with educators who are authorities in the field of curriculum making and changing. This would lead to better communications and teachers would feel they had a part in research information and as a result might read the results of the efforts if compiled and in a brief form.

A need for area studies.

Have an established means of getting the results of research to the local people and making them meaningful.

Research by experienced, tried, and true educators expressed in "shirtsleeve" english.

Some form of publication-I am concerned about the fact that standardized tests are required for college entrance or jobs and still wonder if boys and girls are taught to meet these standards.

Designate certain period each day for such information as part of educational TV program.

That such information be channeled to department heads within the individual schools.

Professional societies conduct basic research, and report these results in a journal. Televised programs and workshops.

Appendix A-5

Question no. 5 -- What efforts at the State level would be most useful in making research information available in meaningful form to local educational agencies?

Collect, classify, index information at state level. Supervise program of research and experimental projects at local level. Promote use of research material and experimental conclusions in making needed change in education. Publish a state journal at least quarterly covering on-going research in each state.

The State should take the lead in designing sample programs and courses of study that would adapt these theories to the needs of our state.

1. State leadership and supervision
2. Technical support for local research projects
3. State could conduct and compile into book form all research conducted in state each year and make available to all systems and schools.

1. More state personnel who are familiar with problems which exist on the local level.
2. Compile and present to local agents, information which can logically be applied as a solution to existing problems.
3. Make available highly trained persons who will work with local groups on research problems.
4. Demonstrations at the local level on recommended charges. Give direct observation to those involved.

I think a good job has been done. Perhaps some staff members who help with in-service training could help much with interpretation at teacher level. What are the results of professional bargaining where it has been going on? Is there not dissension creeping out?

Fewer bulletins published as doctoral theses; more from actual need. Timing of some of the publications is poor - too late for real use by the districts.

1. Work with school systems at the local level on how to do research projects.
2. Make research projects and reports available to teachers, such as those worked out by Kentucky ASCD and State Department.
3. Make summer work in research a part of the school program. Such as a research seminar.

Provide current information, meaningfully integrated with clear descriptions of practical applications.

Placing principals, supervisors and superintendents on the mailing list. Report the results of research in the KEA journal for teacher consumption.

1. Provide sufficient funds to operate and establish more research programs.
2. Emphasize the values and benefits that can be derived from information based on research.
3. Require graduate students to participate in more research activities.

State Department could list major research material in the school news and/or KEA journal along with reviews and/or sources.

State guide to distribute same for certain districts.

Believe state does a good job at present in passing on through bulletins, and the like, useful information. Problem of getting materials read.

The staff consultants at our state universities could possibly inform the state department of education of outstanding projects in research and/or instruction and "write-ups" of same should be made available as well as area or regional workshops should be held to which representatives from the local educational agency should be sent.

1. Serve as a functioning "clearing house" and not just lend lip service to the need for using research at local level.
2. Expand services to include consultant services and follow-up activities on local attempts to use research findings in the local district.

More field contacts from the state. We need to expand and up-grade the personnel of our state department of education, so our schools can be kept better informed.

More research and information in the areas listed in no. 1. I further feel that it should be presented to the local educator without the philosophical decoration of the people or agencies presenting it.

Send out general information, then let each local district or school follow through in whatever area of interest they wish to follow.

Local lectures, demonstrations, etc. by knowing persons.

1. More information on evaluation
2. Faster reporting of current information to local districts

Some sort of publication on research information available and where it may be obtained.

Make consultants available who are well qualified to report on research. Encourage school systems to make research, compile this at state level and send out to the schools.

1. Survey teams
2. Up-to-date publications

We should be able to get desired materials from a central location at a nominal fee. The service should be fast and simplified.

1. Bulletins to administrators and teachers
2. Supervisors - and other state officer's help

Dissemination of research information through seminars, laboratories and development of cooperative projects. Involvement of more people especially at the classroom teacher level.

1. Brief summaries of such reports
2. Seminars such as this one
3. Films and filmstrips - available schools

In-service at teacher level.

1. At the state level it is very helpful to have consultants to whom we may go in planning and carrying out research dealing with local problems.
2. More research personnel is needed at the state level.
3. If people at the state level could work with the colleges in planning pre-service experiences for teachers so that more courses needed to conduct research are required for certification more research would be done in the local systems.
4. Consultants for in-service education programs dealing with research could be assigned to local systems as general advisors.
5. Bulletins dealing with research would be helpful.

A similar type of booklet might be used at the state level - smaller and less expensive. Perhaps "idea" booklets and "idea" discussion groups would help. Using consultants who have studied research in various areas could be more widely used.

1. A concentrated effort to make local districts more aware of the research process and field assistance in conducting educational research.
2. Increase participation in such experiences as the current research seminars.
3. KEA or KASCD publish and distribute widely research findings.

More coordination of the several departments. Get the information to local agency before the research is obselete. Designate one person at state level to be responsible for research information reaching local agencies in time for use.

The state could provide consultants, attached to the data bank, to explain research data to interested local educational agencies on call. These consultants would cooperate with the LEA in instituting any changes desired in curriculum, setting up workshops, etc.

The kind of work being done now by the Division of Educational Research is, I feel, most useful just now. We seem to be in need of personnel who can make proper use of research data - of persons who can critically evaluate sound and unsound research findings. And certainly, we are short in supply of persons who can do the objective educational research which is needed now more than ever before.

We need to expand our Research Division so we would have enough people to be on call to the local schools to help set up or carry out research projects on a local level.

It would be very helpful if the state could summarize the results of projects conducted within the state and make these findings available to local districts. I know this would involve much time, personnel, and expense.

Have a resource department to help local districts obtain current research information.

Lets have the state disseminate the information which comes from the federal agency.

My answer to this question is to do just what Dr. Elswick and the staff are doing in the Research Seminar Series.

Have district meetings to disseminate the research information that they feel is pertinent to the schools.

1. A contact person who could readily site available research on specific topics.
2. Field people to assist local districts in research problems.

At the state level, the department of education might send to all schools and persons interested a similar summarization of the research completed and in progress by the office itself, as well as the work at the various universities within the state.

1. Organize a central depository for research staffed by trained analysts for the state of Kentucky.
2. Develop small readable abstracts of all research on hand for circulation to educators.
3. Have equipment that will quickly reproduce material needed by educators and speed it to them in a minimum of time.
4. Training program in use of research materials involving personnel from all school districts.

Continued in-service seminar which would involve one or more key persons from each district who could serve as contact person within district.

This seminar is valuable in creating an interest. Teachers need to know any small research if valid is valuable. Continue with other seminar follow-up.

I[illegible]blications of studies by the state and making them available to all educators. Be sure to get information concerning what is available in the hands of every teacher.

Again, I feel that seminars would be valuable.

To find the state and local implications of research information and make them financially available to local areas.

Similar to above but on state level.

Research and development at the national level, could only be effective if it were based on similar efforts, similarly organized, at the state level. State departments of education are the logical place for such efforts to be made.

Perhaps a larger staff would allow districts in need to rely more on the Division of Research. Additional research tools would allow more areas to be served.

Find out what can be helpful to local needs and put this in hands of local agencies so they can be put to a useful purpose.

Interpretation of research data as well as methods of implementation of projects favorably to local situations.

1. Through screening of research information to be certain of the validity of the research and that the ideas have practical application.
2. Very best research information should be disseminated to administrative and supervisory personnel in every school system.

In-service at teacher level.

At state level machinery can be put into action to smooth the way for the efforts mentioned above on the national level. Capable persons at the state level can contribute much by working with national programs since they would be more sensitive to local situations and peculiarities. Both levels can do much by stressing and restressing the importance of research - both on national and state levels (also at local level). It is impossible for me to describe the "awareness" of research and the importance of methodology in research I have "picked-up" in the past year. I shall never forget following to the best of my ability the recent research as described by Dr. Neill at the seminar at Cumberland Falls. I was happy to realize that I could keep the thread of thought as he talked and showed how, by research, than an accelerated program seems better today than an enriched one. As I have worked with students and teachers, since then, I have had an occassion to think about that research several times.

1. Work out practical college courses with the universities and colleges on research techniques.
2. Assist locals in in-service programs to inform teachers of a meaningful knowledge of research and the importance of the teacher in this phase of education.

Perhaps in different quarters of the year a compilation under subject matter or organization pattern head.

Give us research data on problems similar to our own. Provide more training at state universities to train personnel to be used at the local level.

I feel that the brochures and pamphlets which the local school systems now receive are very helpful, also the newsletters and bulletins are good. I also feel as I stated above that a catalogue of current research information available at the state level would be of tremendous assistance.

About the same procedure as the national have more copies available for distribution to all segments of education, so a teacher should see it as well as a superintendent.

1. Mail information to schools
2. More coverage in newspapers
3. More television programs concerned with problems and accomplishments in educational programs.

For state department agencies and supervisors to work more closely with the individual school district. By this I mean for personnel to contact teachers directly supplying them with information and help. Of course, this would require many more personnel at the state level.

Regional workshops for discussion of significant findings could be organized.

The efforts at the state level could benefit, if all information was geared to a given area. (let the final reach information be to a certain locale).

In addition to statistical data the validity of the conclusions of the study needs to be in terms that can be understood by the layman.

Down-to-typical-classroom research made available to teachers concerned.

Through reports and publications form organized groups. Have the director of research pass the findings down to the lower levels.

1. Research material is usually sent to the superintendent or to the principal and as a result this material is shelved.
2. Initiate in-service programs to inform teachers.
3. Open better communication lines between teachers and research people.
4. Make forms brief and use vocabulary that ordinary people understand.

Curriculum guides - bulletins and reports and standards should be up-to-date and mailed often to the local levels.

Research information will be read and used only when it is recent and pertinent to the individual. Methods for disseminating this data are many.

Appendix A-6

January 9, 1967

Dear Superintendent:

The U.S. Office of Education is requesting state educational agencies, school districts, and institutions of higher education to assist in the development of plans for more effective dissemination of educational research information. The Bureau of Research states:

> We recognize that technical research reports are inaccessible for most school administrators and teachers and that most such reports have limited relevance for one who is dealing with the day-to-day problems of education. For that reason, we are looking toward a program where collections of related studies will be analyzed in the context of practical needs of schools, after which special interpretive reports will be developed according to the needs of school board members, superintendents, principals and supervisors, and teachers.

In order to formulate a plan which will be as useful as possible to local schools, you are requested to state your practical needs on the attached form and return to address indicated.

The responses will be summarized, and the composite report shared with the U.S. Office of Education, and reported back to you.

Your help will be appreciated.

Sincerely yours,

Harry M. Sparks
Superintendent of Public Instruction

Enclosure

DEVELOPING PLANS FOR MORE EFFECTIVE DISSEMINATION OF EDUCATIONAL RESEARCH INFORMATION

School District _____ Person Completing Form _____

Please jot down your comments, suggestions and reactions to the following questions and return to Division of Educational Research, Kentucky Department of Education.

1. In what topical areas do practicing educators have the greatest need for research information?

2. What current sources of information are most widely used by educators at district and school levels in making decisions about educational change?

3. What are the relative strengths and weaknesses of differing sources of information now used by educators?

4. What efforts at the National level would be most useful in making research information available in meaningful form to local educational agencies?

5. What efforts at the State level would be most useful in making research information available in meaningful form to local educational agencies?

Please return to:

D. E. Elswick
Division of Educational Research
State Department of Education
Frankfort, Kentucky 40601